



# A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER, LOCATION AND ACADEMIC STREAM

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## ABSTRACT

The purpose of the study is to assess the teacher effectiveness of secondary and higher secondary school teachers. Survey method of research has been used in the present study. "Teacher Effectiveness Scale (2000)" developed by Dr. Umme Kulsum (Prof. of Bangalore University, Department of Education), was used for collecting the data. For this research study a sample of one hundred and thirty secondary and higher secondary school teachers were randomly selected in and around Nadia and Murshidabad districts of West Bengal by the investigator. The data was analyzed using mean, standard deviation and 't'-test. The research paper brings to light that the male school teachers and female school teachers do not differ significantly in their teacher effectiveness. The study uncovers that there is a significant difference in teacher effectiveness among the school teachers with respect to locality, class handled (secondary and higher secondary) and academic streams (arts and science).

**KEY WORDS:** Teacher Effectiveness, secondary school Teachers, higher Secondary School Teachers, Rural School Teachers, Urban School Teachers and Arts & Science School Teachers.

## INTRODUCTION:

*"A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities."*

*- A.P.J Abdul Kalam Azad*

*"The destiny of the country is being shaped in her classrooms."*

*- Education Commission 1964-66*

Teacher has a major role in the educational development. He or she has the greatest responsibility in building the nation. For teaching the students effectively the teachers have to be effective. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. The main function of a teacher is to create a good learning environment that motivates the students to learn enough more and more. Teacher also can help the students to make their lives better, fuller, happier and meaningful. The students in the classrooms of our schools are human resources of the country so they have to be cultivated and developed by the teachers to make the country more and more developed. In the present situation where classroom morale, school climate and social environment are being complex day by day, the teacher has to be very competent. An effective teacher may be understood as one who helps in a development of basic skill, understanding, proper habits, desirable attitudes, value judgement and adequate personal adjustment of students.

## OBJECTIVES OF THE STUDY:

1. To find out the difference in teacher effectiveness among male and female school teachers.
2. To find out the difference in teacher effectiveness of rural and urban school teachers.
3. To find out the difference in teacher effectiveness of secondary and higher secondary school teachers.
4. To find out the difference in teacher effectiveness of school teachers with respect to arts science streams.

## HYPOTHESES OF THE STUDY:

In view of the above objectives, following hypotheses have been formulated:

1. There is no significant difference in the teacher effectiveness of school teachers with respect to gender.
2. There is no significant difference in the teacher effectiveness of school teachers with respect to locality.
3. There is no significant difference in the teacher effectiveness of school teachers with respect to secondary school teachers and higher secondary school teachers.
4. There is no significant difference in the teacher effectiveness of school teachers with respect to arts subjects school teachers and science subjects school teachers.

## METHODOLOGY:

### Method and Procedure of the study:

In the nature of the study, the descriptive cum survey method of educational research is adopted for the completion of the present study. It has undoubtedly been true that the descriptive method has been the most popular and most widely used research method in education.

### Population:

Population of the study covers all Secondary and Higher Secondary school teachers of Nadia and Murshidabad districts.

### Sample:

For the present study a sample of 130 Secondary and Higher Secondary school teachers was selected. Out of which 66 were male teachers, 64 were female teachers, 63 were rural teachers, 67 were urban teachers, 69 were secondary teachers, 61 were higher secondary teachers and 58 were arts teachers and 72 were science teachers.

### Tools for data collection:

"Kulsum Teacher Effectiveness Scale (2000)" was used on randomly selected 130 Secondary and Higher Secondary school teachers of Nadia and Murshidabad districts.

### Statistical Techniques Used:

For analyzing the data Mean, Standard Deviation (SD), t-test have been computed.

## RESULT AND DISCUSSION:

In order to measure the teacher effectiveness of secondary school teachers in relation to gender, location and academic stream, "The Teacher Effectiveness Scale" was accomplished on selected sample teachers and t-value was computed. The detail analysis is given as per hypothesis.

### Hypothesis 1:

There is no significant difference in the teacher effectiveness of school teachers with respect to gender.

**Table No. 1: Teacher Effectiveness of male and female school teachers**

Gender	N	Mean	S.D.	t-value	Level of significance
Male	66	234.05	39.52	1.054	Not Significant at 0.01 & 0.05 level
Female	64	241.03	35.86		

The result in table no. 1, the calculated 't'-value is 1.054 less than the table value (2.58) at 0.01 level and (1.96) at 0.05 level of significance. It is found that there is no significant difference between male and female school teachers effectiveness at both level of significance. Hence the null hypothesis  $H_0$  is accepted.

### Hypothesis 2:

There is no significant difference in the teacher effectiveness of school teachers with respect to locality.

**Table No. 2: Teacher Effectiveness of rural and urban school teachers**

Location	N	Mean	S.D.	t-value	Level of significance
Rural	63	219.23	33.32	4.974	Significant at 0.01 & 0.05 level
Urban	67	250.05	35.65		

The result in table no. 2, the calculated 't'-value is 4.974 greater than the table value (2.58) at 0.01 level and (1.96) at 0.05 level of significance. It is found that there is a significant difference between rural and urban school teachers effectiveness at both level of significance. Hence the null hypothesis Ho2 is rejected.

**Hypothesis 3:**

There is no significant difference in the teacher effectiveness of school teachers with respect to secondary school teachers and higher secondary school teachers.

**Table No. 3: Teacher Effectiveness of secondary and higher secondary school teachers**

Classes handled	N	Mean	S.D.	t-value	Level of significance
Secondary	69	220.83	34.23	6.037	Significant at 0.01 & 0.05 level
Higher Secondary	61	256.33	32.57		

The result in table no. 3, the calculated 't'-value is 6.037 greater than the table value (2.58) at 0.01 level and (1.96) at 0.05 level of significance. It is found that there is a significant difference between secondary and higher secondary school teachers effectiveness at both level of significance. Hence the null hypothesis Ho3 is rejected.

**Hypothesis 4:**

There is no significant difference in the teacher effectiveness of school teachers with respect to arts subjects school teachers and science subjects school teachers.

**Table No.4: Teacher Effectiveness of arts and science subject teaching school teachers**

Academic Stream	N	Mean	S.D.	t-value	Level of significance
Arts	58	217.67	32.01	6.065	Significant at 0.01 & 0.05 level
Science	72	253.44	34.52		

The result in table no. 4, the calculated 't'-value is 6.065 greater than the table value (2.58) at 0.01 level and (1.96) at 0.05 level of significance. It is found that there is a significant difference between arts and science subject teaching school teachers effectiveness at both level of significance. Hence the null hypothesis Ho4 is rejected.

**CONCLUSION:**

The good and standard quality education depends on the quality and standard of teachers. Mahatma Gandhi rightly pointed out that "no country can make any progress without good teachers." Effective education can be achieved through the efforts of well qualified, competent and effective teachers. The educational aims and objectives rapidly changed for the demanding balance in present era. This demands have a direct influence on the educational system. India being a developing country, the teachers have the great responsibility of making the students competent to stand with their counterparts in making India a developed country and to make the country economically independent.

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